

## HICKORY TAVERN ELEMENTARY

163 Neely Ferry Rd.  
Gray Court, South Carolina 29645

**GRADES** K-5 Elementary School

**ENROLLMENT** 469 Students

**PRINCIPAL** Susan Bagwell 864-575-2126

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	63	17	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

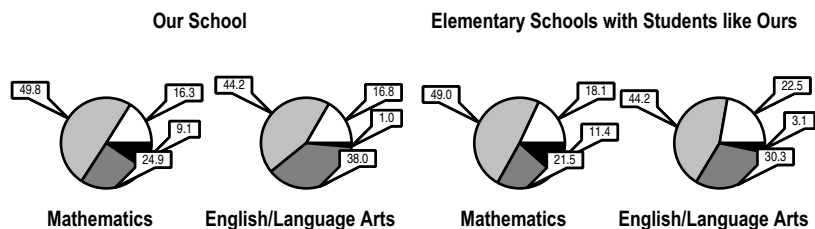
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




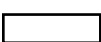
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	75	62
Percent satisfied with learning environment	100.0%	87.8%	80.0%
Percent satisfied with social and physical environment	100.0%	93.2%	58.3%
Percent satisfied with home-school relations	100.0%	90.5%	78.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	223	99.6	16.8	44.2	38.0	1.0	38.9	17.6
Gender								
Male	113	99.1	22.9	48.6	28.6	N/A	28.6	17.6
Female	110	100.0	10.7	39.8	47.6	1.9	49.5	17.6
Racial/Ethnic Group								
White	208	99.5	16.9	42.1	40.0	1.0	41.0	17.6
African-American	11	100.0	18.2	81.8	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	186	99.5	11.5	43.7	44.3	0.6	44.8	17.6
Disabled	37	100.0	44.1	47.1	5.9	2.9	8.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	223	99.6	16.8	44.2	38.0	1.0	38.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	222	99.5	16.8	44.2	38.0	1.0	38.9	17.6
Socio-Economic Status								
Subsidized meals	110	99.1	22.2	46.5	31.3	N/A	31.3	17.6
Full-pay meals	113	100.0	11.9	42.2	44.0	1.8	45.9	17.6

Mathematics								
All students	223	100.0	16.3	49.8	24.9	9.1	34.0	15.5
Gender								
Male	113	100.0	17.0	47.2	26.4	9.4	35.8	15.5
Female	110	100.0	15.5	52.4	23.3	8.7	32.0	15.5
Racial/Ethnic Group								
White	208	100.0	15.3	49.5	26.0	9.2	35.2	15.5
African-American	11	100.0	27.3	54.5	9.1	9.1	18.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	186	100.0	12.0	49.1	28.6	10.3	38.9	15.5
Disabled	37	100.0	38.2	52.9	5.9	2.9	8.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	223	100.0	16.3	49.8	24.9	9.1	34.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	222	100.0	16.3	49.8	24.9	9.1	34.0	15.5
Socio-Economic Status								
Subsidized meals	110	100.0	19.0	57.0	18.0	6.0	24.0	15.5
Full-pay meals	113	100.0	13.8	43.1	31.2	11.9	43.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	76	N/A	19.7	47.4	32.9	N/A	32.9
	Grade 4	86	N/A	22.1	44.2	32.6	1.2	33.7
	Grade 5	59	N/A	28.8	42.4	25.4	3.4	28.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	10.1	34.8	52.2	2.9	55.1
	Grade 4	70	98.6	18.8	43.8	37.5	N/A	37.5
	Grade 5	81	100.0	21.3	53.3	25.3	N/A	25.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	76	N/A	32.9	44.7	17.1	5.3	22.4
	Grade 4	86	N/A	27.1	43.5	22.4	7.1	29.4
	Grade 5	59	N/A	30.5	42.4	20.3	6.8	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	7.2	44.9	31.9	15.9	47.8
	Grade 4	70	100.0	15.4	52.3	24.6	7.7	32.3
	Grade 5	81	100.0	25.3	52.0	18.7	4.0	22.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 469)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.2%	Up from 5.6%	2.7%	2.4%
Attendance rate	95.5%	Down from 95.7%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.6%	Up from 4.6%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.8%	Down from 8.7%	8.7%	8.0%
Older than usual for grade	0.6%	Down from 1.3%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	37.9%	Up from 36.4%	49.1%	50.0%
Continuing contract teachers	82.8%	Up from 81.8%	88.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.1%	Up from 70.3%	88.3%	86.2%
Teacher attendance rate	95.9%	Up from 95.1%	95.3%	95.3%
Average teacher salary	\$38,126	Down 0.1%	\$40,044	\$39,909
Prof. development days/teacher	20.8 days	Up from 8.6 days	11.3 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	20.0 to 1	Up from 15.3 to 1	19.1 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 89.8%	90.0%	89.7%
Dollars spent per pupil*	\$10,601	Up 142.8%	\$5,812	\$5,892
Percent spent on teacher salaries*	70.0%	Up from 69.9%	65.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 82.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hickory Tavern Elementary School serves 3K-5th grade. A traditional educational program and a Montessori program are offered. The Montessori program currently serves 3-year-olds up to 3rd grade and provides a welcomed option in educational programs for parents, students, and teachers. Having options promotes a healthy and balanced environment for our school staff, students, and parents.

Based on the analysis of last year's PACT scores and our school report card, we were able to determine the focus for instruction for the current school year 2002-2003. We have continued to use a balanced literacy approach in English Language Arts instruction. This enables us to use a standards-based curriculum to teach students at their instructional reading levels as well as provide instruction in grade level materials. We use the "Observation Survey" reading assessment twice yearly.

We are in our second year of using the "Write from the Beginning" program with all 5K-5th grades. Last year's PACT scores did reflect an improvement in writing scores. To reinforce this improvement, we are using a formal writing assessment to further help teachers to focus their instruction on the needs of our students.

Math instruction has become more oriented toward teaching to smaller groups with similar strengths or weaknesses. We are using a new math assessment that provides teachers with a class matrix showing areas of mastery or need.

This year our entire staff was trained in using core content curriculum guides provided by our district. These guides have become the basis for ensuring that our curriculum and instruction are standards based.

Students in grades 3-5 are placed in Academy Time for 40 minutes daily. This is an extension of the regular academic schedule and is used for providing extra and appropriate math, reading, and writing instruction based on the previous year's PACT scores and the students' reading and math levels. Weekly assessments are used to regroup students by performance level. Teachers are able to work with students on mastery of skills and move them forward as rapidly as possible.

Because of dedicated teachers, supportive parents, and hard-working students, Hickory Tavern Elementary is successfully moving forward in achieving the high expectations we have set for ourselves.

Susan S. Bagwell, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.